DOCUMENT RESUME

ED 041 295 CG 005 394

AUTHOR Webb, Sam C.
TITLE Development and Validity of the Inventory of Religious Activities and Interest Inventory.
INSTITUTION American Personnel and Guidance Association, Washington, D.C.; Georgia Inst. of Tech., Atlanta.
PUB DATE 23 Mar 70
NOTE 23p.; Paper presented at the American Personnel and Guidance Association Convention in New Orleans, Louisiana, March 22-26, 1970

EDRS PRICE EDRS Price MF-$0.25 HC-$1.25
DESCRIPTORS Church Workers, Clergymen, *Interest Research, Interests, *Interest Scales, *Interest Tests, Measurement, Measurement Instruments, *Rating Scales, Religious Factors, *Vocational Interests

ABSTRACT

The author's observation that interest inventories of church-related occupations were not very helpful provided the motivation to develop the Inventory of Religious Activities and Interest Inventory (IRAI). He describes the item and scale identification process which utilized a factor analysis: (1) to identify the number of independent dimensions required to encompass the activities under study; and (2) to indicate how strongly each activity is associated with each dimension. A sample of 310 male theological students served as a sample during the developmental stages. Ten dimensions, plus a check scale, were ultimately selected for inclusion. In anticipation of counselors' probable reactions, several questions were considered: (1) what about the IRAI's conceptual validity; (2) how well will it differentiate among various occupational groupings; and (3) how valid and useful is it for working with groups other than males employed in church-related activities (which was the group used in establishing conceptual validity). All questions are answered independently and pertinent data presented. Tables and score profiles are included. (TL)

ED041295

Development and Validity of The Inventory of Religious Activities and Interest Inventory

Sam C. Webb
Georgia Institute of Technology

Presented as part of a Symposium Entitled

COUNSELING FOR RELIGIOUS OCCUPATIONS

WITH THE NEW WEBB IRAI INVENTORY

APGA Convention

New Orleans, Louisiana

March 23, 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CG 005394

The development of the IRAI has been made possible through the cooperation of faculty members, administrators, and students at more than 35 theological schools and colleges, by the assistance of a number of denominational executives and about 4200 persons employed in a variety of church related occupations. To each and all, both those who may be here today and those who may be far away I say thank you.

I undertook the development of the inventory because some fifteen years ago when I was counseling with high school students who were interested in church related occupations, I felt the interest inventories then available were not very helpful in assisting students understand the nature of their interests or their lack of interest in church related occupations--especially the parish ministry. Perhaps this situation could be improved, I thought, if counselors had for use an inventory in which the items were descriptions of tasks actually performed by persons employed in such occupations, and so I decided to take a try at developing such an inventory.

First I examined the literature on church related occupations--especially the Protestant ministry--in search of materials that would provide a basis for constructing a representative set of items. From these materials I prepared a large number of items and secured responses to them from 310 male juniors enrolled in 13 theological schools distributed throughout the United States Each student responded to each item by indicating on a 5 point scale ranging from "not like" to "like enthusiastically" how interested he would be in performing each activity.

The items were grouped into scales on the basis of an examination of the intercorrelations of the responses to the several items by means of factor analysis. This procedure that on an empirical identifies how many independent groupings or dimensions are required to encompass the activities under study. It also indicates how strongly each activity is associated with each dimension.

On the basis of this analysis I identified 16 dimensions. From these I selected 10 to be included in the inventory. To be sure that these dimensions were stable and to select enough items required to construct technically sound scales, I went through the process described two more times, using each time independent samples of entering male theological students.

Hopefully the first transparency will give you the flavor of this item and scale identification process. The data are representative of those found in a factor analysis of the first 120 items of the present inventory. In the rows are shown typical items-- three for each of the ten scales. Each column represents a dimension which emerged from the analysis, the names of the dimensions or factors are shown at the top. These are deduced from a consideration of the content of the items that have high numbers in the column. The numbers in the columns are factor loadings. They indicate the correlation of each item with the factor. Absolute values of 30 or above are considered as significant; and for ease of identification these have been circled.

The first three activities have high loadings on the first factor and low loadings on the other factors. And as you may surmise these are the items of the counselor scale. Four other activities also have significant loadings on this factor. Their relation to counseling activities is evident; but compared to the top 3, they have much lower loadings and [illegible] they do not fit closely into the top group. Similarly the next three items have high loadings on the second factor; and these items are representative of those found in the administrative scale.

In general you will note that most items have a high loading on only the scale to which they have been assigned, suggesting that the scales are for the most part relatively independent of one another. Some activities, for example, "interpret the meaning of faith" found in the spiritual guide scale, have significant loadings on several scales; and in this sense they can be considered

as being factorially complex. Obviously we have sought to avoid these kinds of activities so long as we did not unduly bias the sampling of activities.

Since the ten subsets of activities selected encompass in my view the major subgroupings of activities expected of persons employed in a variety of church related occupations, I called the subsets, to use a sociological term, role scales. Later I added an 11th scale, called the check scale to identify persons who may have responded to the inventory carelessly or incorrectly.

Now lets consider several questions counsellors will raise about any test they may wish to use. First what about the conceptual validity of the Inventory? If interest plays a part in a person's occupational choice, and if the scales are valid, it can be expected for any occupational category, scores of persons in that category will be highest on the role scales which encompass the major activities of persons in occupations falling in the category. Lets examine this expectation in terms of scores for 3618 males employed in a variety of church related occupations. (Transparency 2) From these data we see that ---------- for chaplains and counselors, the highest score is on the counselor scale, the second highest is on spiritual guide, the third highest is on priest and so on down the line---------

Except for the social worker group the spiritual guide scale ranks first or second. There thus seems to be a common intent for all groups oriented toward concern for the spiritual welfare and development of people. The relative ranking of the other median scores on the other scales reflects differentiation in respect to activities for carrying out this predominant interest or intent.

Conceptual validity can also be examined in terms of the rank order of median scores for occupational categories by scale. If interest plays a part in occupational choice and if the scales are valid, it can be expected that the occupational category or categories which most heavily emphasize activities

of a given role segment should have the highest scores on that scale, while occupations that place less emphasis on the role activities encompassed by that scale should have lower scales.

Let's look at the next transparency to see to what extent this expectancy
3. is met. (Transparency 3) For example on the counselor scale the highest score is made by the chaplains, the second highest by the social workers, etc.

Next we ask how well will the IRAI differentiate among various occupational groups? Lets answer this question by comparing the profiles for several
4 groups. First consider the profile for parish ministers. Except for a high peak on spiritual guide and low points on scholar and musician it is fairly straight or even.

Now lets look at the profiles for DCE and Social Worker. (Transpar-
5 ency 5) Here it is apparent that these profiles are fairly similar except that DCE's are considerably higher on the Teacher, priestly and musician scales; while social workers are higher on the reformer scale.

When these are superimposed over the parish minister scale we see that the DCE's are higher on teacher but lower on evangelist, spiritual guide and preacher. Similarly, when compared to parish minister, social workers are higher on reformer, but lower on scholar, evangelist, spiritual guide, preacher and priest.

Similarly when college and seminary professors are compared with
6. administrators, (Transparency 6) the administrators are higher on administration and considerably lower on scholar. Administrators look very much like parish ministers, but scholars differ from then in being lower on administration and higher on scholar.

7. Again (Transparency 7) chaplains are higher then evangelists on counselor and lower on evangelist and spiritual guide.

8 Campus ministers are higher then musicians on counselor, scholar and reformer but lower on musician. (TRANSPARENCY 8)

Another way to exmaine these comparisons somewhat more abstractly is to compare the speciality groups with the parish minister group in a manner roughly analogous to Strong's comparison of his criterion vs. men in general group. The percentage of overlap obtained in such comparisons are presented in

9 the next transparency. (Transparency 9)

If one considers percents of 70 or below as indicative of some meaningful separation, one can tell which scales are most useful in separating the speciality groups from parish minister.

Thus chaplains are differentiated from parish ministers on the counselor scale; administrators are not differentiated by any scale, though the greatest differentiation is on the administrator and priest scale. DCE's are differentiated on the Teacher scale, College and Seminary Professors are differentiated on the Scholar scale--evangelists on the evangelist scale; campus ministers on the administrator and evangelist scales, social workers on the evangelist, preacher, reformer, and priest scale; and musicians on the preacher and musician scales.

If on the basis of these data you will grant the IRAI has reasonable validity and differentiating power for employed males, you may well ask how valid and useful is it for working with other groups. Consider theological male students for example.

Since the inventory was developed on such students, you would expect the data regarding conceptual validity and differentiating ability to be similar to those for employed males. Since the data in the manual conform to this expectation I will not examine it here. However, we do have some interesting data on the predictive power of the IRAI derived from data for a group of students enrolled in 7 seminaries. Lets look at these briefly.

Transparency 10

10.

These students responded to the inventory as entering students in 1965; and in 1968 just as they were about to graduate, they gave self estimates of interest in relation to (1) courses taken in 10 areas of the seminary curriculum believed to be most relevant to the ten role scales of the inventory, (2) activities performed in field work and (3) emphasis desired for each of the role segments in work hopefully to be engaged in 5 to 10 years in the future. The next transparency shows the correlation between IRAI scale scores (indicated in the columns) and these criteria (rows).

(TRANSPARENCY 10)

Now for a scale to be useful in a predictive sense, one would expect it to have a significant (and hopefully high) correlation with a criterion it is expected to predict. Such a correlation is called a convergent validity coefficient; and these appear in the diagonal entries of each section of the table. For easy identification the 29 significant convergent validities are circled and the one not significant is enclosed in a triangle.

The off diagonal entries in each table are called discriminate validities, as they represent the correlations of the predictor scales with criteria they are not intended to predict. Hopefully these correlations for each predictor would be lower than the convergent validity. The correlations in each section of the table that do not meet this expection are involved in a square.

As you will see there are 13 such values in the top third, 5 such values in the middle third and one such value in the bottom third. In all there are 19 such values in 270 correlations. All but six involve the counselor scale which, for reasons we are not able to determine, does not correlate significantly with interest in courses in pastoral psychology and care.

From this table it appears the IRAI predicts projected job preference best, interest in field work activities next best and interest in areas of the seminary poorest.

Consider next females. How does the inventory work with females? As you can see from the profile for all employed females (Transparency 11) the overall profile differs somewhat from that of employed males being higher on the teacher and musician scales and lower on the scholar, preacher, Evangelist. and reformer scales. However, for those categories for which we have reasonably reliable data, the profiles are with the exceptions noted above, remarkably similar to those for males.

How about college students?

(1) The profile for 387 males most of whom were expecting to enter the parish ministry is very much like the profile for our employed parish minister group. (Transparency 12)

(12)

(2) However as the following transparency shows (13) the factor structures become somewhat less well articulated and differentiated. Indicating of course that the role structures are less well perserved by these students then they are by theological students.

(13)

Compared to the factor structure for theological students

In respect to high school students we have data for only 55 students--hardly enough to mention. Compared to the theological school males the median scores are lower and the factor structure for the scales is poorly articulated. (Transparency 14) This structure seems to suggest that for these students the dimension of "helping" people and assisting in spiritual growth are most outstanding with the different roles available for accomplishing these goals being rather poorly discriminated. If this is in fact an accurate picture of the high school students perceptual structure of these activities, the use of the role scores in counseling may be somewhat inappropriate.

(14)

But in such a circumstance, the inventory still serves as a useful tool for the counselor, for the items serve as a kind of occupational activities check list, giving the counsellor substantial materials to serve as a basis for discussions with the student about the nature of church related occupations at the activity level in a manner not possible with other inventories.

15 Transparency 15. Norm Groups for Employed Respondents.

TRANSPARENCY I

Table 3
Factor Analysis Data for
Sampling of Items of IRAI
N=772
Entering Theological School Males

	Counselor	Administrator	Teacher	Scholar	Evangelist	Spiritual Guide	Preacher	Reformer	Priest	Musician
Help people resolve guilt feelings	73	06	11	-02	05	20	17	16	05	12
Talk with a couple about divorce	80	10	04	06	05	15	10	27	21	10
Comfort persons in nursing home	68	18	06	-03	27	17	03	17	32	-04
Work out publicity materials	-07	79	22	04	21	02	09	10	03	14
Check functioning of committees	11	82	23	01	17	01	06	21	-03	-04
Map out financial campaign	12	80	11	05	17	-10	15	08	-04	10
Work out a curriculum for church school	05	28	76	25	-13	18	08	30	01	25
Be teacher for men's Bible class	11	13	60	24	24	24	21	02	26	07
Train a group of youth workers	16	15	65	04	07	26	14	16	12	16
Translate a Greek manuscript	09	-03	-02	72	01	14	07	-11	12	22
Teach in a theological school	08	-04	10	76	-20	-01	18	02	-14	08
Prepare reviews of religious books	-06	13	22	73	-12	19	15	25	-06	13
Conduct evangelistic services	02	11	03	-06	99	14	12	-08	-01	03
Prepare film strip on evangelistic techniques	00	33	11	14	78	-10	22	-00	03	09
Help people to understand evangelism	12	04	17	03	70	28	08	18	04	08
Meditate on love of God	10	02	07	02	43	52	03	14	11	06
Confront people with Christianity	37	-07	22	13	12	78	16	28	01	09
Interpret meaning of faith	41	03	17	31	34	51	02	30	08	03
Practice sermon delivery	18	38	07	04	26	07	55	03	27	-03
Prepare sermon outline	18	20	15	07	31	25	59	06	25	09
Be vesper speaker at conference	17	23	40	21	21	28	50	17	17	10
Speak out against injustice	13	16	05	14	00	05	04	78	03	05
Protest discrimination	09	-17	09	14	-19	-03	-03	80	13	17
Lead crusade against delinquency	29	12	-05	11	15	18	-01	48	07	04
Serve communion	31	12	-03	-03	09	07	08	-05	88	06
Perform marriage ceremony	37	10	09	-03	04	07	30	17	79	21
Lead service of praise	16	10	29	-08	37	25	27	03	47	28
Direct an adult choir	-03	02	-00	12	04	-09	02	02	00	88
Select music for worship service	11	21	11	06	-04	03	04	07	39	69
Conduct course in hymnology	09	13	14	20	-05	09	02	05	15	89

Transparency 2

Table

Rank Order of Median Scores by Scales for Occupational Categories

Employed Males

Occupational Categories

RANK	Chaplains Counselors N = 441		Administrator N = 239		Director of Christian Education N = 276		College & Seminary Professors N = 295		Evangelists N = 14		Missionaries N = 70		Parish Minister N = 1647		Campus Ministers N = 430		Social Worker N = 90		Musician N = 82	
	Scale	Mdn.	Scale	Mdn.	Scale	Mdn.	Scale	Mdn.	Scale	Mdn.	Scale	Mdn.	Scale	Mdn.	Scale	Mdn.	Scale	Mdn.	Scale	Mdn.
1	Counselor	77	SG	69	Teacher	74	SG	71	SG	82	SG	67	SG	72	Reformer	70	Reformer	73	Musician	90
2	SG	71	Counselor	63	SG	68	Scholar	70	Evangelist	75	Reformer	66	Priest	65	SG	64	Counselor	66	SG	64
3	Priest	64	Adminis	62	Reformer	65	Counselor	63	Teacher	66	Counselor	63	Counselor	65	Counselor	64	SG	65	Priest	58
4	Teacher	63	Priest	61	Counselor	64	Reformer	63	Priest	65	Teacher	62	Teacher	62	Scholar	61	Teacher	58	Teacher	55
5	Reformer	60	Reformer	60	Priest	60	Teacher	62	Counselor	65	Evangelist	59	Evangelist	61	Teacher	59	Adminis	52	Reformer	52
6	Preacher	57	Teacher	60	Adminis	57	Priest	60	Preacher	63	Priest	58	Preacher	60	Priest	57	Priest	51	Counselor	51
7	Adminis	52	Preacher	57	Preacher	51	Preacher	57	Reformer	60	Adminis	55	Reformer	60	Preacher	54	Preacher	49	Adminis	51
8	Evangelist	52	Evangelist	57	Evangelist	51	Adminis	51	Adminis	55	Preacher	53	Adminis	58	Adminis	45	Evangelist	48	Evangelist	48
9	Scholar	49	Scholar	48	Scholar	49	Evangelist	51	Scholar	55	Scholar	50	Scholar	49	Evangelist	42	Scholar	44	Scholar	46
10	Musician	42	Musician	39	Musician	46	Musician	41	Musician	43	Musician	41	Musician	42	Musician	38	Musician	35	Preacher	45

Transparency 3

Table

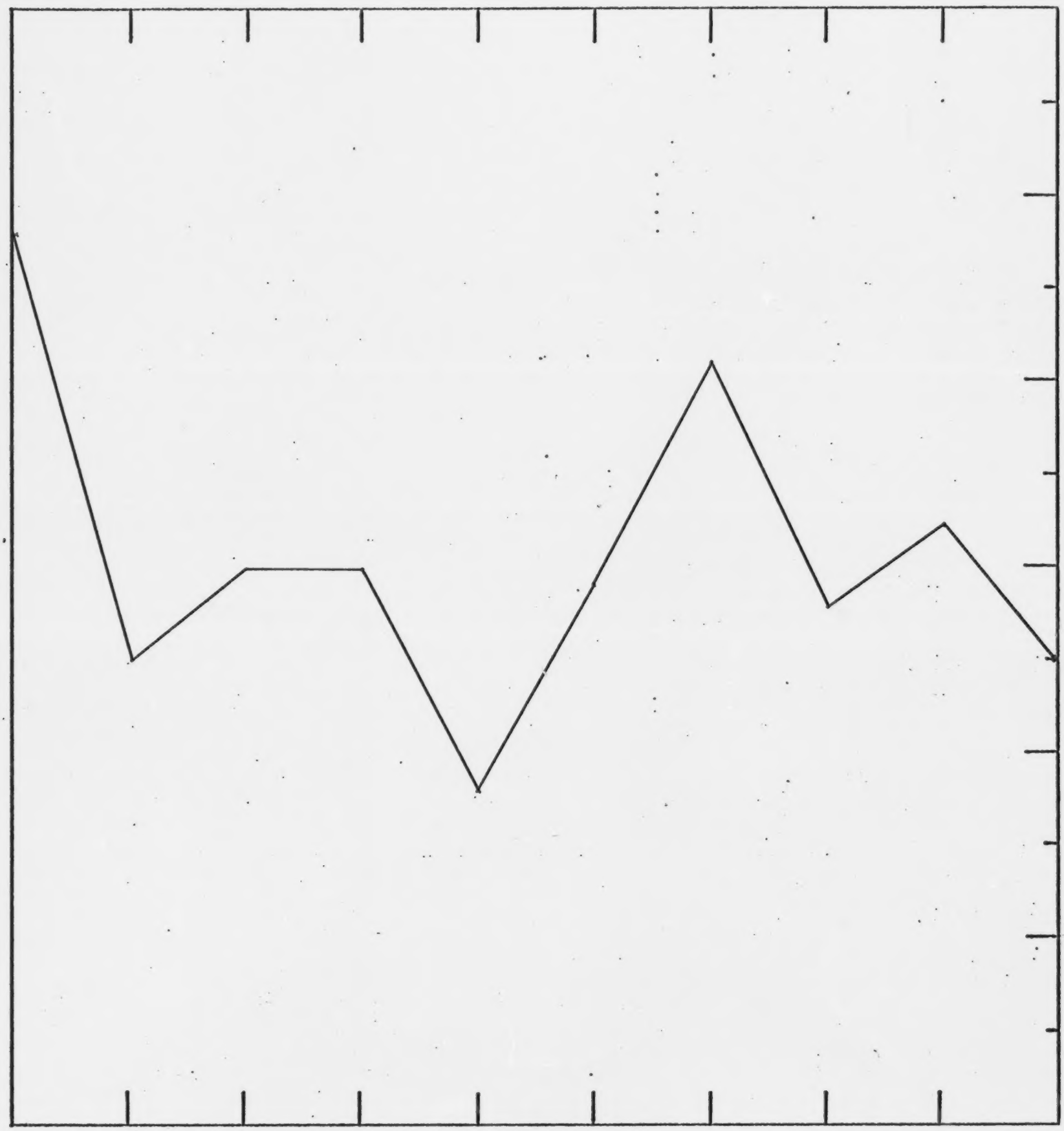
Rank Order of Median Scores for Occupational Categories by Scale

Employed Males

S C A L E S

Rank of Norm Group	Counselor	Adminis-trator	Teacher	Scholar	Evangelist	Spiritual Guide	Preacher	Reformer	Priest	Musician
	Grp. Mdn.	Grp. Mdn.	Grp. Mdn.	Grp. Mdn.	Grp. Mdn.	Grp. Mdn.	Grp. Mdn.	Grp. Mdn.	Grp. Mdn.	Grp. Mdn.
1	77 Chaplain	62 Adminis.	74 DCE	70 Prof.	75 Evangel.	82 Evangel.	63 Evangel.	73 Soc. Work	65 Parish	90 Musician
2	66 Soc. Work	58 Parish	66 Evangel.	61 College	61 Parish	72 Parish	60 Parish	70 College	65 Evangel.	46 DCE
3	65 Parish	57 DCE	62 Prof.	55 Evangel.	59 Mission	71 Chaplain	57 Chaplain	66 Mission	64 Chaplain	43 Evangel.
4	65 Evangel.	55 Evangel.	62 Mission	50 Mission	57 Adminis.	71 Prof.	57 Adminis.	65 DCE	61 Adminis.	42 Parish
5	64 College	55 Mission	62 Parish	49 Parish	52 Chaplain	69 Adminis.	57 Prof.	63 Prof.	60 DCE	42 Chaplain
6	64 DCE	52 Chaplain	60 Chaplain	49 DCE	51 DCE	68 DCE	54 College	60 Parish	60 Prof.	41 Mission
7	63 Mission	52 Soc. Work	60 Adminis.	49 Chaplain	51 Prof.	67 Mission	53 Mission	60 Chaplain	58 Mission	41 Prof.
8	63 Adminis.	51 Prof.	59 College	48 Adminis.	48 Soc. Work	65 Soc. Work	51 DCE	60 Adminis.	58 Musician	39 Adminis.
9	63 Prof.	51 Musician	58 Soc. Work	46 Musician	48 Musician	64 College	49 Soc. Work	60 Evangel.	57 College	38 College
10	51 Musician	45 College	55 Musician	44 Soc. Work	42 College	64 Musician	45 Musician	52 Musician	51 Soc. Work	35 Soc. Work

TRANSPARENCY 4

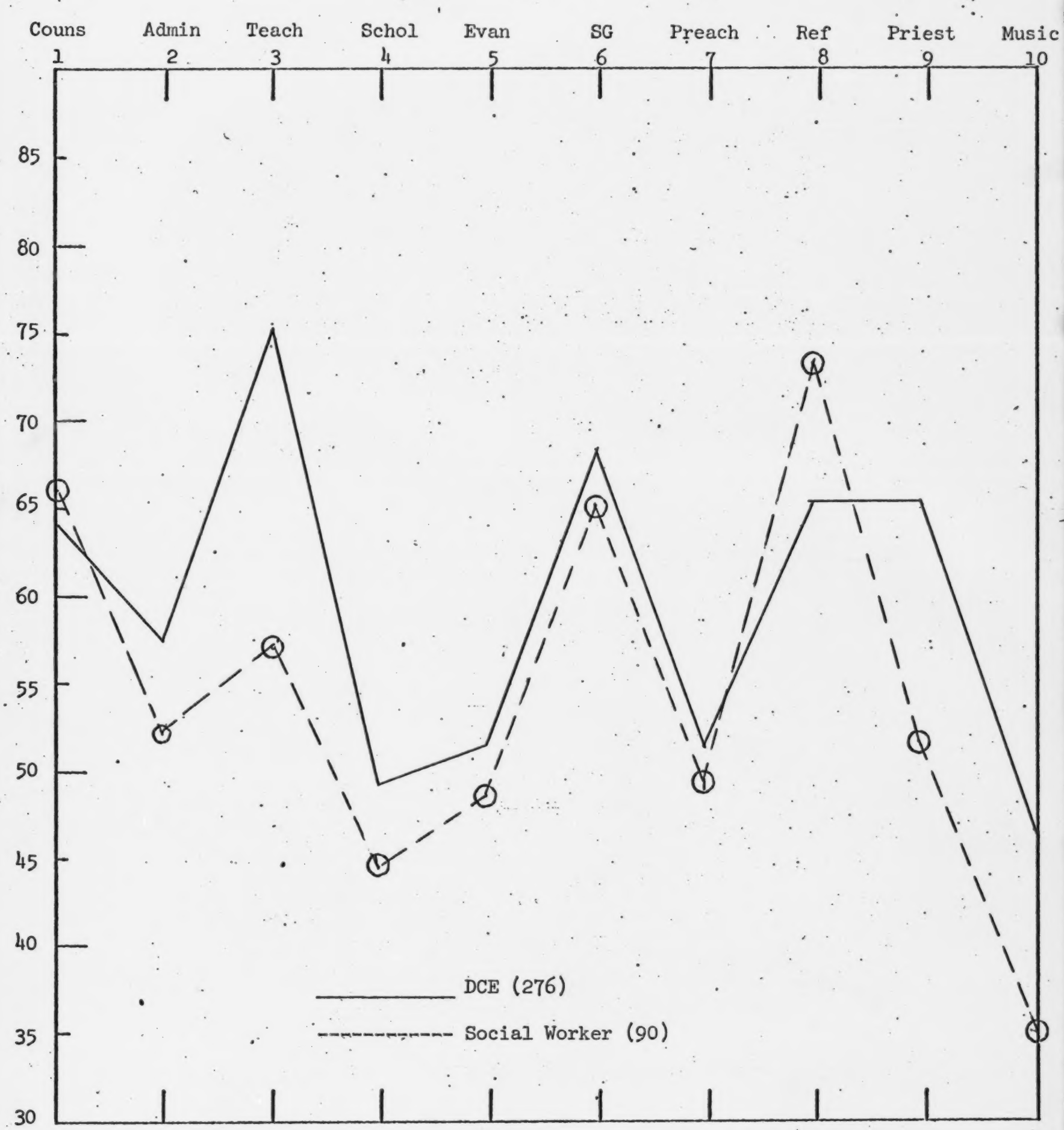


TRANSPARENCY 5

Profile of IRAI Scores

Employed Males

DCE and Social Worker

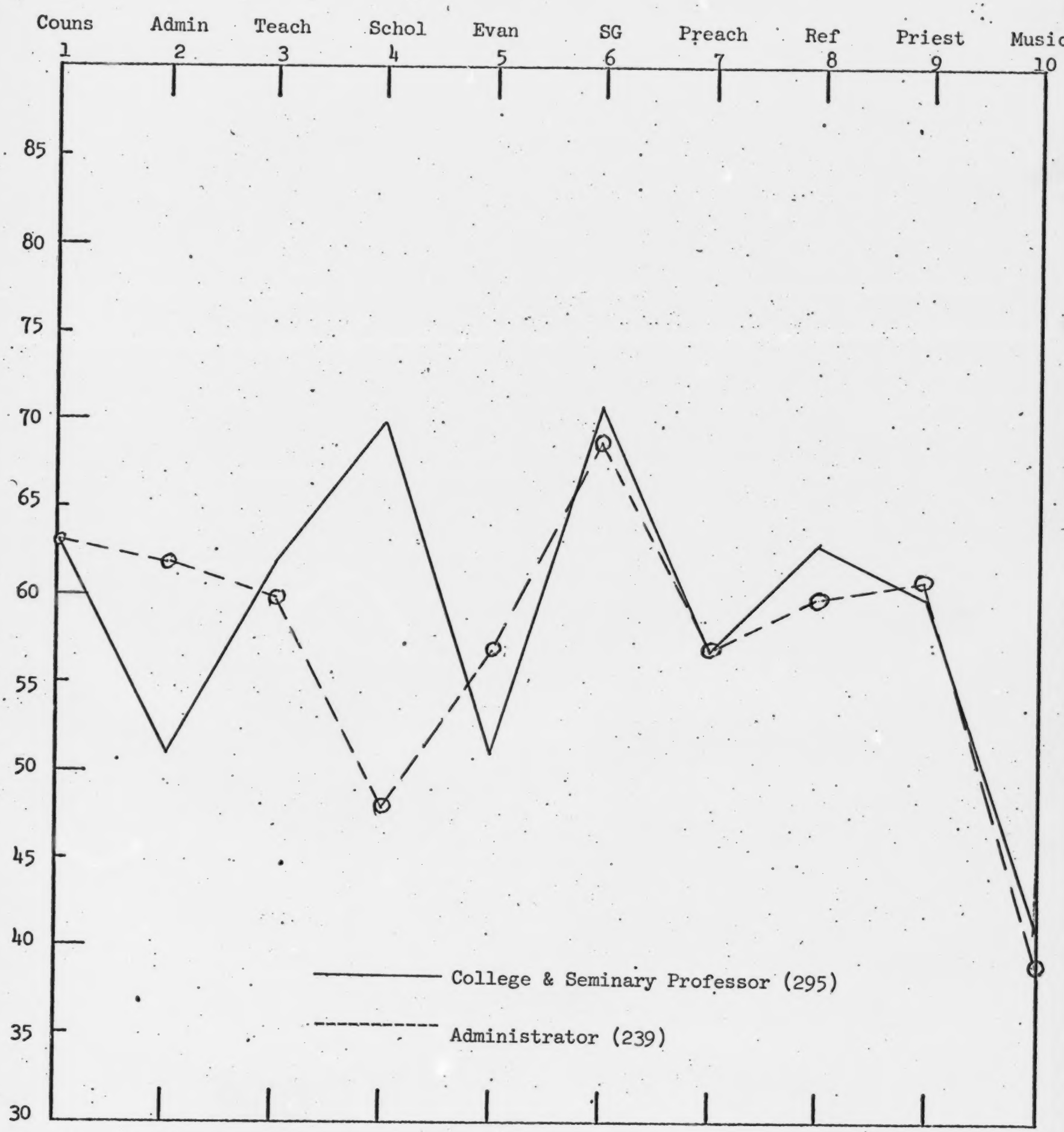


TRANSPARENCY 6

Profile of IRAI Scores

Employed Males

College & Seminary Professor and Administrator

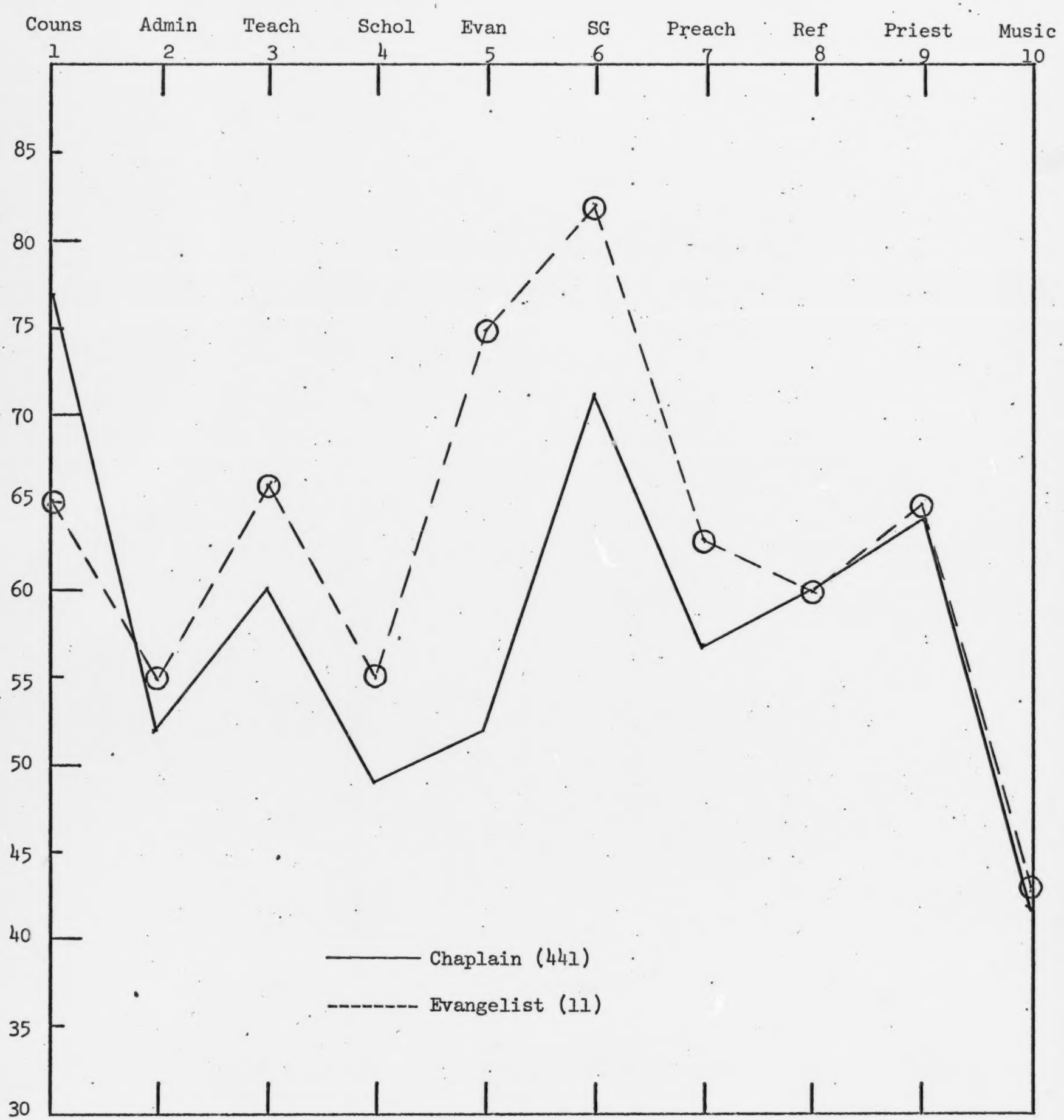


TRANSPARENCY 7

Profile of IRAI Scores

Employed Males

Chaplain and Evangelist

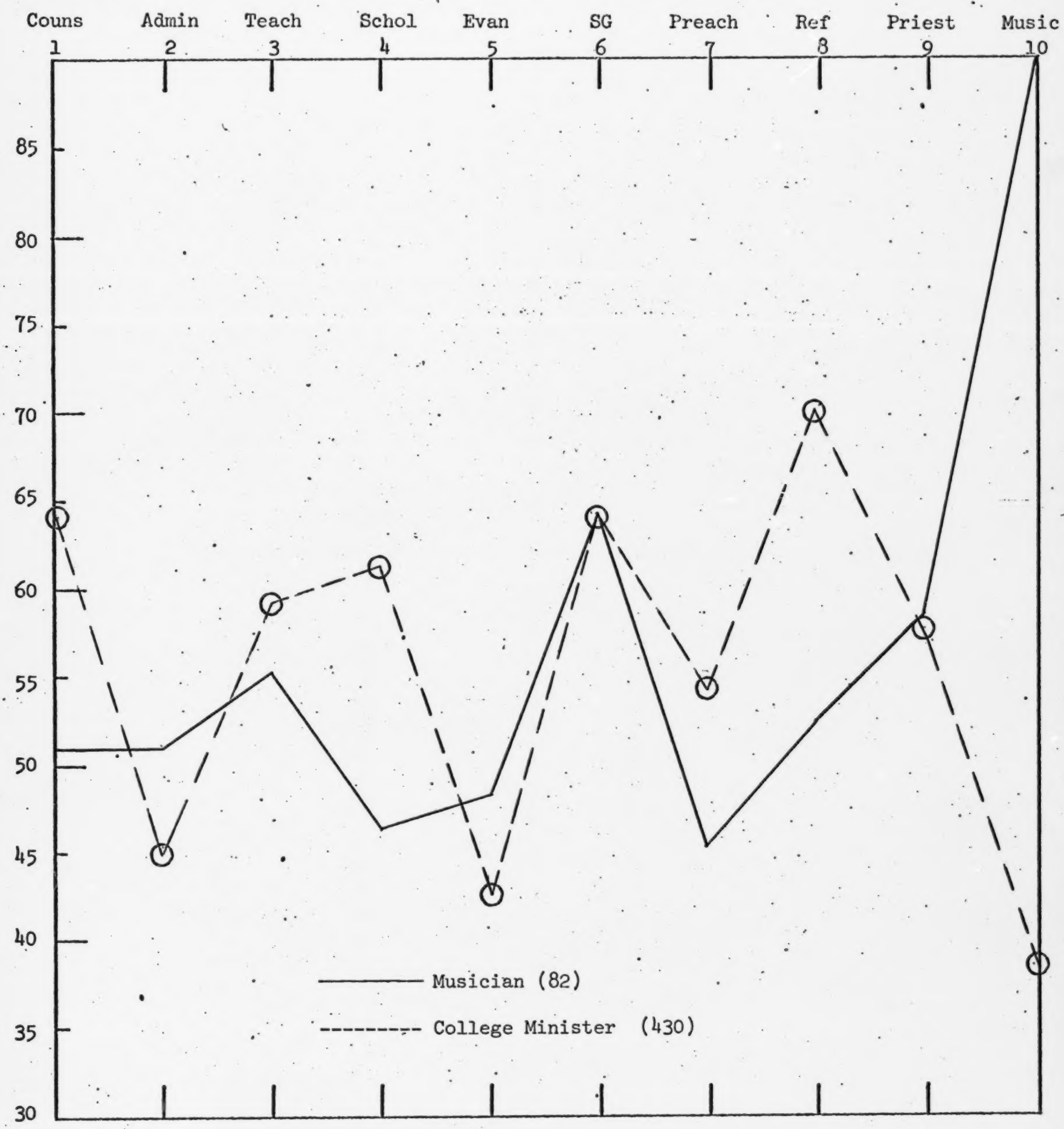


TRANSPARENCY 8

Profile of IRAI Scores

Employed Males

Musician and College Minister



TRANSPARENCY 9

Percent Overlap in Score Distributions Between

Parish Minister and Other Occupational Categories

Employed Males

Occupational Category	SCALES									
	Couns.	Admin.	Teach.	Sch.	Evan.	SG	Preach.	Ref.	Priest	Mus.
Chaplain	(70)	86	94	99	83	97	92	98	96	100
Administrator	91	86	94	98	90	88	93	95	86	94
DCE	95	98	(63)	97	78	89	76	87	79	88
Coll. & Sem Prof.	89	81	98	(60)	79	91	94	93	86	98
Evangelist	98	98	81	92	(67)	79	87	92	99	94
Missionary	92	90	100	96	98	88	83	86	82	98
Campus Minister	97	(66)	92	76	(54)	74	80	73	72	94
Social Worker	100	85	87	89	(70)	75	(70)	(65)	(60)	84
Musician	72	85	78	87	72	76	(69)	85	79	(14)
Total	100	93	100	94	87	93	92	94	89	98

TRANSPARENCY 10

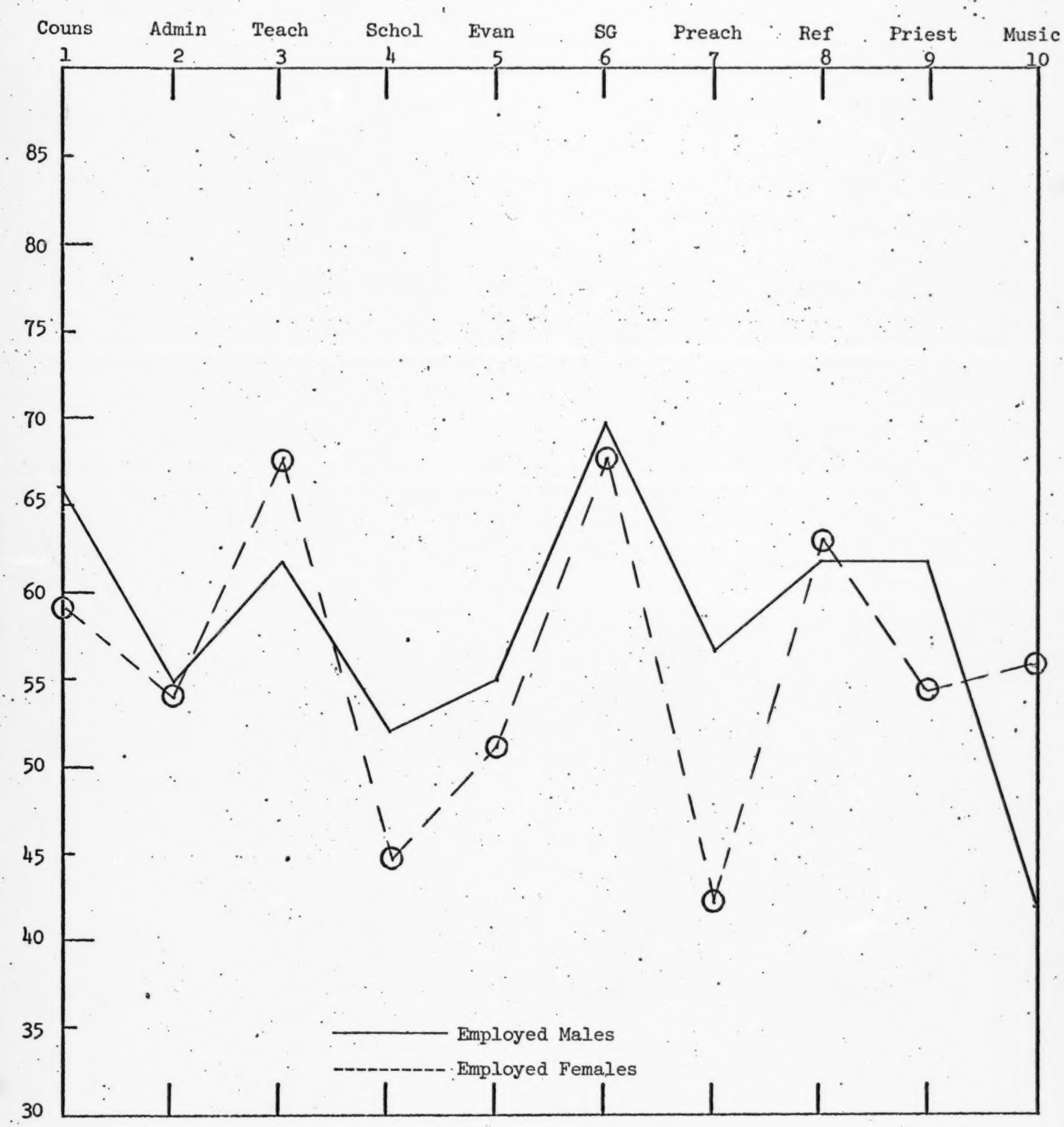
Correlations of IRAI Scores with
Three Self Estimates of Interest
N=171
Seminary Seniors

	Counselor	Administrator	Teacher	Scholar	Evangelist	Spiritual guide	Preacher	Reformer	Priest	Musician
Seminary Studies										
Pastoral Psychology and care	04	05	05	-03	-05	-02	00	-02	03	01
Church administration	22	34	26	-06	26	20	22	13	32	04
Christian education	23	30	30	08	17	22	12	11	20	20
Church history	02	13	12	16	10	14	09	10	10	0
Missions	11	13	18	0	20	11	16	-11	08	02
Theological studies	30	12	14	15	10	23	12	11	21	04
Preaching	24	31	21	-14	27	12	31	13	30	-05
Church and community	11	08	10	11	-03	-08	11	15	08	01
Bible study	12	14	22	16	10	16	24	08	26	08
Church music	23	12	08	-08	-01	10	06	24	21	42
Field Work										
Counselor	23	08	08	-02	03	08	06	10	18	03
Administrator	24	44	28	0	18	18	19	16	31	12
Teacher	26	22	25	12	08	20	08	14	22	12
Scholar	02	-08	0	35	-07	-02	05	05	07	-01
Evangelist	05	17	14	-04	43	16	18	04	09	07
Spiritual guide	10	02	14	05	24	35	07	01	09	03
Preacher	19	14	18	04	34	24	38	-01	27	-04
Reformer	26	13	19	04	06	19	06	30	22	09
Priest	11	03	08	-04	15	17	23	08	27	11
Musician	-02	12	10	04	-11	03	-03	02	-01	59
Job Content Preferences										
Counselor	35	20	12	-11	21	29	20	19	28	-08
Administrator	17	39	23	-17	29	15	16	0	27	-05
Teacher	17	24	30	10	15	23	16	15	24	12
Scholar	-07	-03	09	38	-02	03	0	12	03	09
Evangelist	13	25	12	-07	53	27	31	-01	21	-06
Spiritual guide	18	03	10	05	27	35	22	06	15	01
Preacher	20	22	11	04	41	31	46	09	35	-04
Reformer	36	19	24	12	11	33	22	46	33	05
Priest	29	28	10	02	32	35	34	22	43	04
Musician	06	05	09	01	-04	06	01	04	15	36

TRANSPARENCY 11

Profile of IRAI Scores

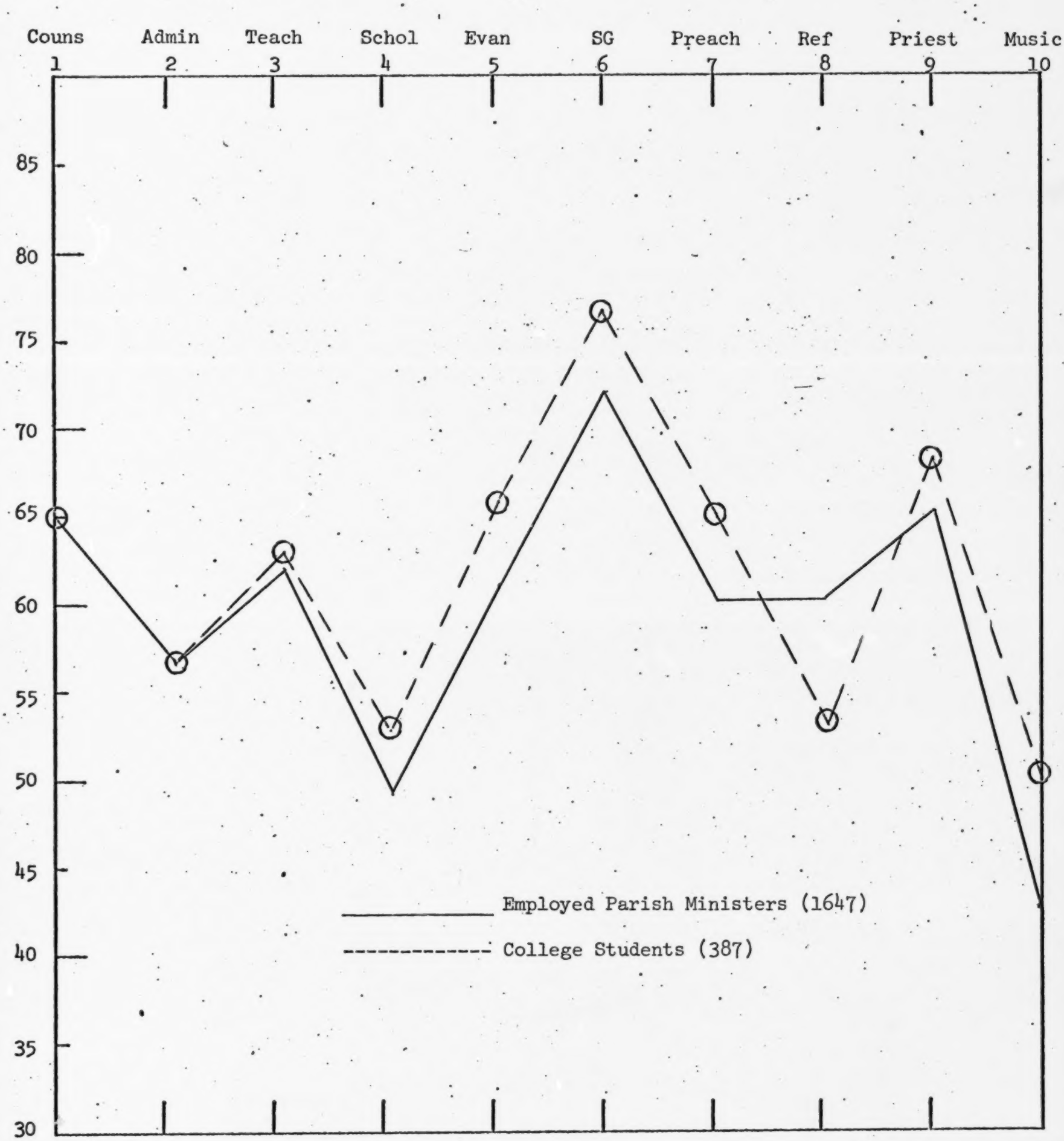
Employed Males and Employed Females



TRANSPARENCY 12

Profile of IRAI Scores

Employed Parish Ministers and College Students



Transparency 13

Table 2
Factor Analysis Data
Sampling of IRAI Items
N=387
Male College Students

	Counselor	Administrator	Teacher	Scholar	Evangelist	Spiritual Guide	Preacher	Reformer	Priest	Musician
Help people resolve guilt feelings	76	-06	11	09	25	05	17	11	06	13
Talk with a couple about divorce	86	06	13	01	20	09	10	12	26	02
Comfort persons in nursing home	56	16	27	-04	44	14	01	06	23	11
Work out publicity materials	07	76	31	03	23	06	13	08	-02	14
Check functioning of committees	18	74	21	09	24	-06	28	27	03	16
Map out financial campaign	08	92	04	29	03	08	-16	11	-13	10
Work out a curriculum for church school	-02	51	49	33	-02	-03	-12	06	05	25
Be teacher for men's Bible class	35	30	64	31	25	08	12	02	14	23
Train a group of youth workers	45	30	47	04	39	-01	16	06	18	14
Translate a Greek manuscript	-13	02	-19	68	19	15	06	09	04	27
Teach in a theological school	18	04	57	50	-21	07	04	-12	-14	01
Prepare reviews of religious books	05	30	22	80	16	00	06	01	-07	25
Conduct evangelistic services	25	23	11	03	98	-08	16	01	-11	06
Prepare film strip on evangelistic techniques	02	23	-02	42	61	05	-10	32	-13	22
Help people to understand evangelism	29	01	28	12	76	17	08	03	04	04
Meditate on love of God	24	15	30	-02	44	60	-05	03	01	13
Confront people with Christianity	47	10	37	13	49	40	02	-02	33	-03
Interpret meaning of faith	43	07	17	15	50	46	04	18	05	07
Practice sermon delivery	16	10	06	11	48	-06	58	-15	44	08
Prepare sermon outline	26	24	11	12	46	-07	54	-13	25	04
Be vesper speaker at conference	29	19	22	23	49	05	49	17	25	20
Speak out against injustice	05	14	17	34	14	07	-07	85	-01	19
Protest discrimination	16	01	-04	13	-03	-25	02	71	-19	11
Lead crusade against delinquency	31	00	10	00	36	-15	12	38	19	-04
Serve communion	34	10	08	-17	-01	07	18	-05	75	14
Perform marriage ceremony	38	28	11	-04	16	03	14	09	72	12
Lead service of praise	30	11	18	05	31	48	10	01	64	21
Direct an adult choir	02	21	14	-01	09	01	-06	-08	19	86
Select music for worship service	15	20	19	10	07	09	04	-09	12	83
Conduct course in hymnology	10	13	10	28	-10	-10	-14	18	11	90

Transparency 14

Table 1
Factor Analysis Data
Sampling of IRAI Items
N=55
Male High School Students

	Counselor	Administrator	Teacher	Scholar	Evangelist	Spiritual Guide	Preacher	Reformer	Priest	Musician
Help people resolve guilt feelings	50	12	22	-20	04	-17	22	-01	57	42
Talk with a couple about divorce	62	-06	00	27	08	-85	-11	-29	30	-04
Comfort persons in nursing home	44	07	-39	-15	-31	-56	18	-33	-43	02
Work out publicity materials	-16	-16	-30	01	-41	-99	08	22	54	-05
Check functioning of committees	06	02	-60	-05	-32	-60	18	04	46	-10
Map out financial campaign	13	-13	30	25	27	-55	14	-10	-07	09
Work out a curriculum for church school	08	64	-43	18	-08	-45	-13	-66	-12	13
Be teacher for men's Bible class	12	09	-04	02	-23	-90	59	-14	-13	46
Train a group of youth workers	59	33	-09	22	-00	-83	22	-12	-08	-11
Translate a Greek manuscript	-03	-13	-32	18	07	25	17	-86	-15	-18
Teach in a theological school	50	14	11	38	20	02	25	-40	21	04
Prepare reviews of religious books	05	-13	-81	19	-12	-50	-27	-26	-26	-31
Conduct evangelistic services	-04	16	-10	08	08	-76	-07	-54	-07	51
Prepare film strip on evangelistic techniques	-13	17	-36	30	-01	-34	-26	-39	-39	75
Help people to understand evangelism	-24	30	12	22	09	-98	-05	-34	-10	20
Meditate on love of God	33	-08	-03	33	15	-99	-07	-27	-04	-03
Confront people with Christianity	42	11	-20	05	00	-42	-51	-53	27	05
Interpret meaning of faith	46	-14	-22	14	20	-99	16	22	15	00
Practice sermon delivery	30	-42	19	04	05	-77	-77	64	-29	-03
Prepare sermon outline	38	-09	-15	08	-04	-79	15	-50	05	-10
Be vesper speaker at conference	-08	07	12	-01	14	-56	-23	-64	-18	63
Speak out against injustice	57	-11	-57	18	-04	-47	-26	27	87	-00
Protest discrimination	60	-52	25	-19	-02	-50	-13	-05	11	-06
Lead crusade against delinquency	50	21	-41	-15	08	-10	31	-29	11	53
Serve communion	29	-33	-08	-26	10	-74	-31	-16	06	36
Perform marriage ceremony	24	20	19	00	06	-99	05	-17	22	-13
Lead service of praise	-11	-06	-48	-19	12	-79	-34	-88	19	-18
Direct an adult choir	-14	-23	-08	-11	-11	-37	-21	-09	-04	99
Select music for worship service	06	16	08	05	41	14	-02	-88	-07	64
Conduct course in hymnology	12	-16	-10	05	-38	-03	-22	-08	-34	99

TRANSPARENCY 15

NORM GROUPS FOR THE IRAI

Employed Respondents

Occupations	Male	Female
Parish Minister	1647	3
DCE, Youth Director	276	328
Chaplain, Counselor	441	16
Missionary	70	30
Social Worker	90	115
Administrators	239	26
Music Directors	82	74
College and Seminary Professor	295	28
College Minister	430	7
Evangelist	14	---
Parish Visitor	---	13
Nurse	---	9
Secretary		10
Other	34	66
Grand Total	3618	719